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ABSTRACT

This contingency plan is intended to stimulate emergency planning and provide an organizational tool for Illinois schools to use in the development of individual emergency plans. It may accommodate and complement a school's current contingency plan and will allow for the inclusion of additional material concerning school safety. It is intended as a basis upon which a school can build a complete and comprehensive plan to address a myriad of emergency/crisis/disaster situations. The guide opens with a list of points of contact and contingency-plan goals. It offers information on establishing contingency-plan goals, a school-safety tip line, crisis-management plans, crisis warning codes, and emergency communications. The second section provides information on emergencies and is grouped by topics: abduction, after-hours emergency, bomb threat, civil disturbance/student uprising/gangs, fire/explosion, hostage/barricaded subject, intruder in the building, natural disasters, threat of violence, and weapons possession/armed offender. Numerous suggestions for security issues are also offered, including school facility security, a school security assessment checklist, a security measures implementation survey, a school facility security assessment checklist, overview of school crime, high risk behavior, identifying high risk students, and predicting violent juvenile behavior. (RJM)

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ED 433 598

ILLINOIS STATE POLICE

SAFE SCHOOLS

Unified Emergency Contingency Plan for Schools

EA 030 012

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Safe Schools

Unified Emergency School Contingency Plan

1999

Sam W. Nolen
Director

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Introduction

This contingency plan is intended to stimulate emergency planning and provide an organizational tool for schools to use in the development of their own emergency plans. It may accommodate and complement a school's current contingency plan and will allow for the inclusion of additional material concerning school safety. It is a basis upon which a school can build a complete and comprehensive plan to address a myriad of emergency/crisis/disaster situations.

This plan is a collaborative effort among the Illinois State Police, local law enforcement and public and private schools. It is not meant to be the answer to every crisis situation. Each section has been written to be adapted to meet each school's individual needs and is thereby meant to be a catalyst in the development of a more specific plan and used in conjunction with in-service staff and faculty training.

Points of Contact

Illinois State Police District Chicago ..... **(847) 294-4400**
Illinois State Police District 1 ..... **(815) 625-0153**
Illinois State Police District 2 ..... **(847) 742-3556**
Illinois State Police District 5 ..... **(815) 726-6377**
Illinois State Police District 6 ..... **(815) 844-1525**
Illinois State Police District 7 ..... **(309) 752-4915**
Illinois State Police District 8 ..... **(309) 676-2116**
Illinois State Police District 9 ..... **(217) 786-7107**
Illinois State Police District 10 ..... **(217) 265-0120**
Illinois State Police District 11 ..... **(618) 346-3990**
Illinois State Police District 12 ..... **(217) 347-2711**
Illinois State Police District 13 ..... **(618) 542-8171**
Illinois State Police District 14 ..... **(309) 833-4046**
Illinois State Police District 15 ..... **(630) 241-6800**
Illinois State Police District 16 ..... **(815) 963-7688**
Illinois State Police District 17 ..... **(815) 224-1171, ext . 112, (815) 224-1172**
Illinois State Police District 18 ..... **(217) 324-4900**
Illinois State Police District 19 ..... **(618) 382-4606**
Illinois State Police District 20 ..... **(217) 285-2282**
Illinois State Police District 21 ..... **(815) 698-2395**
Illinois State Police District 22 ..... **(618) 845-3740**
Regional Institute of Community Policing ..... **(217) 206-6029**
Local Police/Fire Department Emergency **911**

Contingency Plan Goals

This contingency plan is produced to facilitate the preparation of comprehensive plans for crisis, emergency, and disaster situations. Many of these procedures probably exist in your facility and may only need to be reviewed, revised or updated. Insert the reviewed documents into the appropriate areas of this manual to make them accessible in the event of an emergency.

Once developed, several copies of the contingency plan should be maintained at strategic locations throughout your facility.

In order to review existing plans and procedures as you consolidate them into your contingency plan, it is recommended that your school facility participate in a school security needs assessment. Additionally, you may want to consider establishing a school safety committee. This committee can assist in further development of the plans, as well as the implementation of the procedures in the event of an emergency. Suggested members to be included in this committee are the following: school principal or assistant principal, staff, custodial personnel, bus operators, local police officers, and firefighters.

Training on the content and use of this plan should be provided initially and supplemented with follow-up training.

It is also recommended that copies of your school's contingency plan be forwarded to your local police, fire, and other appropriate emergency service agencies.

School Violence Tip-Line

The Illinois State Police will administer the School Violence Tip-Line which will provide a means for students to report threats of violence and weapon violations on school grounds. The statewide toll-free number, **1-800-477-0024,** will be physically answered at the ISP Communications Center in Springfield.

Calls will be answered by state police employees who will forward the information to the local sheriff 's or police department and the appropriate ISP district. The local law enforcement agency will be responsible for notifying the school at which the violent act is supposed to occur. If the school is not in their community they will insure that the proper law enforcement agency and school are notified immediately.

In the event that the caller is in crisis, the ISP telecommunicator will transfer the call to the designated mental health worker. The School Violence Tip-Line should not be used for emergency situations. **In an emergency situation, call your local police/fire agency (911 if available).**

The School Violence Tip-Line will be publicized through the use of posters, brochures, and public service announcements. Emphasis will be to encourage students to "speak up" and tell a teacher or counselor if they have seen a weapon or believe a violent incident is to take place.

1. The Tip-Line is an option in those cases when the caller fears reprisal or if the caller is considering committing acts of violence and is unwilling to sacrifice anonymity.

2. School disciplinary handbooks should also include a brief overview of the Tip-Line.

Crisis Management

A crisis is defined as the turning point in the course of any event, a decisive or crucial time or event - a time of great danger or trouble wherein the outcome decides whether possible tragic consequences will follow.

Possible crisis scenarios that may be encountered include, but are not limited to:

* Assaults/shooting
* Hostage - barricaded persons
* Bomb threats
* Fire/explosion
* Student uprisings/riots
* Natural disasters

The initial response in a crisis involves assessing the situation. Initial information needed to make an informed judgement as to the seriousness of the crisis includes:

1. What category does the crisis fall into?
2. How widespread/serious is the incident?
3. What is the potential for escalation?
4. How many persons are involved?
5. What is the exact location of the incident?
6. How reliable is the information and can it be verified?

Once these facts are known, it becomes necessary to notify affected personnel who, in most cases, will not know a crisis exists. In some situations, a P.A. announcement may be appropriate, and in other instances the same announcement may be disastrous. Each situation will dictate a different course of action.

Local/state law enforcement must then be notified of the situation and initially given the facts obtained in the assessment phase.

Crisis Management Warning Codes

If an emergency situation is to be announced over the intercom, the following warning codes should be used:

"Red"

Indicates a very serious or dangerous situation exists. Selected personnel are to report to the office, and all teachers are to secure their classrooms. All equipment is to be turned off. All doors are to be locked. Students are instructed to stay away from windows and doors and to sit quietly on the floor. A code "red" takes precedence over a fire alarm.

"Yellow"

Indicates a situation exists calling for orderly evacuation of the school building. Each interior door is to be closed after the room has been checked and found to be clear. Teachers are to keep their classes intact in a predetermined safe area.

"Blue"

Indicates a disaster of some type has occurred. Teachers are to remain with their class indoors and await news from a courier.

"White"

Indicates a danger exists in the community. All exterior doors are to be locked and monitored until the emergency subsides.

"Green"

Universal all clear signal. Normal classroom activity may resume.

Emergency Communications

Internal Communications

In an emergency situation, disseminating critical information to staff is a must and, therefore, needs to be addressed. The use of two-way radios, megaphones, runners, tones, intercom systems, etc., are important tools for school administrators to utilize.

The principal is responsible for the overall direction of the disaster procedures and communications at the school facility.

In an emergency situation:

1. Call local police/fire (911 if available in your area) and give a description of the emergency and the name and location of the school or school facility from which you are calling.

2. If your school has radio communications or security, notify security and other applicable departments.

School has two-way radio communication: Yes No

Cellular phones available:

Name	Telephone Number
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Cellular phones should be used as a supplement to communications. If the school has a cellular phone, list that number first; then check with various administrators and teachers for cellular phone numbers that could be used during an emergency situation and list these numbers.

Disseminating Information

1. Each school should have a designated person(s) in charge of communications during an emergency situation. This person will be responsible for all in-house communications as well as with outside agencies. This person(s) shall also be responsible for monitoring emergency radio/television updates.

2. Providing factual updates during a situation is crucial. Student, staff, and parents should be informed as appropriate under the circumstance. A decision as to whether a limited or full briefing will be released should be made by the principal in conjunction with law enforcement and other emergency personnel, i.e., EMS, fire, etc.

3. It is imperative that only accurate, verified information of a public nature be shared. For this purpose, it is best to limit the spokesperson for the situation to one individual.

   All student information is confidential, including names, and cannot be shared with the media.

4. Although schools are public institutions, you have the right to limit access within the building and on school grounds for the safety of students and staff and to prevent disruption of the instructional environment. Reporters should be aware that they cannot interrupt classes, school programs and/or school business and cannot interfere with a school or police investigation. Should reporters forget, give them a polite reminder.

Remove this page and insert
your school's
Communications Plan

Abduction

Occurs when a person knowingly takes or retains physical custody of another person without authority. This may be accomplished by use of force, threat of force, deceit or enticement.

This does not have to be removal of the person from the school but can be the detainment of a person in a school by an unauthorized person.

Procedure

1. Call local police/fire (911 if available in your area). Identify yourself, the school, and the nature of the emergency. Give all information you have available, i.e., description of the child and the abductor, names if known, description of the vehicle when appropriate, as well as the place and time the student was last seen. If possible, stay on the line until you are instructed to disconnect by the emergency operator.

2. Notify the parents of the situation and steps being taken.

3. Keep any witnesses, both adults and students, in the office and preferably separated to prevent sharing stories.

4. Secure the area of conflict, location of the vehicle involved, i.e., making it possible to maintain any evidence for law enforcement investigation.

5. Assist the police. (Have pictures and files available, student's and suspect's.)

6. Have a counselor assist with any emotional response on the part of the staff or students during and following the situation.

Remove this page and insert
your school's
Abduction Plan

After-Hours Emergency

This plan should address all functions performed after normal school hours. (Extra-curricular school activities--club meetings, sports events, dances, etc.; teachers meetings; Parent Teacher Organization meetings; or any other activity in which a group or organization may be using the building.)

Procedure

Should an emergency occur after school hours and endanger the occupants of the building, do the following:

1. Initiate Evacuation or Shelter Plan.
2. Alert occupants - our signal is _____.
3. Call local police/fire (911 if available in your area).
4. Render first aid, if necessary.
5. The principal or designee will direct all other action as required by the on-scene commander.

Remove this page and insert
your school's
After-Hours Emergency Plan

Bomb Threat

A bomb threat is a threat alleging that an explosive device is located on school properties. This threat may be made by telephone, in writing, e-mail, fax, or by first party verbal conversation with a school official or student. The only allegation necessary is that a bomb is on school premises.

Most bomb threats are made by phone and tend to be very brief. The message is stated in a few words and then the caller hangs up. Every effort should be made to obtain detailed information from the caller, such as:

1. When is the bomb going to explode?
2. What kind of bomb is it?
3. What does the bomb look like?
4. Where is the bomb located?
5. Why did you place it or who placed it and why?

Procedures

1. Call local police/fire (911 if available in your area).
2. Empty the school facility of all students and those employees not assisting with the building sweep.
3. All persons who have been instructed to check the building will make a prompt visual search of their respective areas and report to the principal or emergency personnel any items or containers that are unusual or foreign to the normal operation of the school. **Do not handle any item under suspicion.**
4. The building will be under the principal's jurisdiction, but it will be under the police or fire department's authority if a bomb is discovered.
5. The principal will make the decision for the students and other personnel to re-enter the building. If possible, the principal should seek the advice of police/fire departments when declaring the building safe to re-enter.

Bomb Threat Information Sheet

In the event a bomb threat is received, an attempt should be made to obtain the following.

DESCRIPTION OF THE CALLER'S VOICE

Male ____ Female ____

Young____ Middle aged____ Old____

Tone of Voice: _____

Accent: _____

Background Noise: _____

Is Voice Familiar: _____

If so, Whom did It Sound Like: _____

BOMB THREAT INFORMATION RECORD

Time Call Was Received: _____

Exact Words Spoken by Person: _____

_____

_____

1. When Is The Bomb Going To Explode? _____
2. Where Is The Bomb Right Now? _____
3. What Kind Of Bomb Is It? _____
4. What Does It Look Like? _____
5. Why Did You Place The Bomb? _____

Time Caller Hung Up _____

Date of Call _____

Person Receiving Call _____

Are There Any Other Details You Can Remember? _____

_____

_____

Remove this page and insert
your school's
Bomb Threat Plan

Civil Disturbance/Student Uprising/Gangs

This is a situation wherein any segment of the student body refuses to submit to school authority resulting in a disruption of class or school activity schedules. This can include, but not be limited to, organized gang activity, and can occur either inside or outside of the school building or on or near school property.

Procedure

1. Call local police/fire (911 if available in your area). Make sure the 911 operator understands that there is a civil disturbance, the location of the disturbance, and any other pertinent information. If possible, stay on the line until you are instructed to disconnect by the operator.

2. Notify all teachers that you have an emergency situation. The emergency signal is "Code Red." At that time, teachers should step into the halls to immediately clear them by directing students to the classrooms. Keep all students inside their classroom until further notice. All classroom doors should be locked. Teachers and students should move away from doors and windows. They should remain quiet and seated.

3. Notify all students in gym, cafeteria or courtyard areas to report to the nearest classroom. All staff should make certain that any stray student is brought into a locked area.

4. All restrooms should be checked by administrative and custodial staff.

5. All doors should remain locked. Students and staff should remain seated and quiet until the all-clear signal, " Code Green," is given or other instructions are provided.

6. Assist police as directed by them.

Create a Civil Disturbance Plan

Purpose

To establish emergency procedures to be used in the event of a civil disturbance to protect the staff and the students.

General

All school personnel must be aware of the emergency procedures established for their building and be ready to react when necessary.

The following are recommended for your Civil Disturbance Plan:

I. Designate job responsibilities for the Safety/Emergency Committee.

The Committee consists of:

_____

_____

_____

_____

Committee members should be cross-trained and alternates assigned in the event a member is absent from the building during an emergency.

II. Create a tone or system of signals to indicate a civil disturbance.

1. Keep all students inside classrooms until further notified.

Our signal is _____.

2. If the situation has been resolved, the All-Clear Signal will be given.

Our all-clear signal is _____.

III. Shelter in place.

Notification of Gang Behavior

Name: _____

Date Of Birth:_____ **Address:**_____

Dear Parent/Guardian:

The Illinois State Police has developed partnerships with numerous schools throughout the State of Illinois and law enforcement and public service agencies, in an effort to encourage our communities to be free from gangs, drugs and the violence that is part of the gang lifestyle. Based on this effort, it is important to communicate to you a concern about your child.

Your child has been displaying one or more of the following signs which associate him/her directly to street gang type behavior. This type of behavior may not be exhibited in your presence; however on the _____ day of _____, 19___, your child did exhibit the following gang type behavior reflected in the marked items below:

___ Admits to being a gang member.
___ Uses a street name/moniker of _____.
___ Is tattooed, branded or otherwise marked with known street gang initials, signs, or symbols.
___ Uses gang language or terms to include flashing or using gang hand signs.
___ Possesses writings, letters or drawings pertaining to street gangs.
___ Wears clothing directly associated with gang affiliation by left/right dressing, sagging & ragging (wearing of one's trousers below the waist and displaying a colored bandana) dressing in known gang colors.
___ Wearing of altered clothing (description)_____.
___ Associates with known identified street gang members/frequents an area known to be used by gang members.
___ Has participated in a gang related crime/incident.
___ Has photo which indicates gang affiliation.
___ Is identified by a reliable source as being a gang member/associate.

The Illinois State Police wants to work cooperatively with you to address our concern about your child and any possible involvement with gang activity. The first step you can take as a parent is to deliver a clear message to your child that gang association or membership will not be tolerated, nor will the use, abuse or sale of drugs be tolerated by you or allowed in your home. You and your family will not be safe from violence if your home or neighborhood is a haven for drugs and gang activity.

It is urgent that you, as a resident of Illinois and as a parent, do your part to help stop gang, drug and violent activity. The State of Illinois is and will remain a safe place to live and raise your family but this goal can only be accomplished with your help and your involvement in your children's lives.

For further information, you may contact: _____

Illinois State Police : _____ **Phone:**_____

Parent/Guardian Signature:_____**Date:**_____

Remove this page and insert
your school's
Civil Disturbance Plans

Fire/Explosion

Any fire or explosion resulting in damage or potential for damage to school property or presenting a danger to life. Such incidents would also include possession of a bomb or incendiary device by a student.

Procedure

In the event a fire or an explosion occurs at the school facility, the following procedures are to be followed:

The principal will determine if the fire/explosion endangers the school population.

If yes, the following will be implemented:

1. Initiate Evacuation Plan.
2. Alert staff - our signal is "Code Yellow."
3. The school's fire alarm system is to be activated and fire suppression personnel summoned.
4. At that time, teachers should begin the orderly evacuation of the classes in the manner determined by the school's evacuation plan.
5. Render first aid, if necessary.
6. Students shall remain at a safe distance until police and fire personnel have extinguished the fire and the building is safe to return.
7. The principal or designee will direct any other action as directed by the on-scene commander.

If no, the following will be implemented:

1. Alert staff - our signal is "Code Green."
2. The principal or designee will determine and direct any other action as required.

Create an Evacuation Plan

The following are minimum recommendations for your school's evacuation plan.

1. Appointment of a safety/emergency committee (names, titles, responsibilities, etc.)
2. Explanation of Evacuation Plan.
3. Explanation of Communication Plan for staff and students.
4. Identification of hazards inside/outside building, i.e., gas lines, power lines, propane tanks, etc., which may assist in determining best outside assembly area.
5. Map of outside assembly area, teachers' stations, hazards located, and classroom sites marked.
6. Map of primary and secondary evacuation routes and hazards along these routes.
7. Assignments of additional staff and a list of responsibilities.
8. Training of staff.
9. Supplies in school, i.e., flashlights, batteries, blankets, food provisions, first-aid supplies, etc., and supply locations identified.
10. Emergency telephone numbers/alternate communication (internal/external).
11. Community Awareness Plans for school community.
12. Drilling procedures and reporting of drills.
13. Education of students and staff.
14. Informing everyone involved of your plan (responders, government, etc.).
15. Re-entry into the building shall be only after the building has been evacuated and determined safe.

Remove this page and insert
your school's
Fire/Explosion - Evacuation Plans

Hostage/Barricaded Situation

Hostage-taking is a violent criminal offense involving the holding of individual(s) hostage, or exercising or attempting to exercise control over the individual(s) by use of force or threat of force or by other violent behavioral/verbal actions, which if carried out, would result in a departure from the organization's normal course of action by using the threat of violence to secure the fulfillment of certain demands.

Hostage/barricaded subject situations are probably the least predictable and the most dangerous of the emergency situations that may confront the school principal.

Procedure

Upon determining that a hostage/barricaded person situation exists, the following procedures are to be followed:

1. Call local police, 911 if available. Make sure the police/911 operator understands that there is an armed person inside the school, his/her last known location, and any descriptive information available. If possible, stay on the line until instructed to disconnect by the emergency operator.

2. Notify all teachers that you have an emergency situation. The emergency signal is "Code Red." At that time, teachers should step into the halls to immediately clear them by directing students to the classrooms. Keep all students inside their classroom until further notice. All classroom doors should be locked. Teachers and student should move away from doors and windows. They should remain quiet and seated.

3. Notify all students in gym, cafeteria, or courtyard areas to report to the nearest classroom. All staff should make certain that any stray student is brought into a locked area.

4. If the hostage taker or armed person can be contained in one section of the building, students and staff should be evacuated from the building to a designated safe area.

5. If safety permits, a staff member should be directed outside the building to warn all approaching visitors of the danger and to alert responding law enforcement.

6. All doors should remain locked. Students and staff should remain seated and quiet until the all-clear signal, " Code Green," is given or other instructions are provided.

7. Assist police as directed by them.

Remove this page and insert
your school's
Hostage/Barricaded Subject Plan

Intruder in the Building

An intruder in the building is an individual in the building who has not followed established visitor procedures and who appears suspicious.

Any school personnel who observes an individual in the building who appears suspicious should notify the principal's office. The principal, or his designee, will determine if it is a serious situation.

The principal, or his designee, will determine if it is an emergency situation.

Procedure for Emergency

1. Call local police--911 if available. Make sure the police/911 operator understands that there is an intruder inside the school, whether the intruder is armed, his/her last known location, and any descriptive information available. If possible, stay on the line until instructed to disconnect by the emergency operator.

2. Notify all teachers that you have an emergency situation. The emergency signal is "Code Red." At that time, teachers should step into the halls to immediately clear them by directing students to the classrooms. Keep all students inside their classroom until further notice. All classroom doors should be locked. Teachers and students should move away from doors and windows. They should remain quiet and seated.

3. Notify all students in gym, cafeteria, or courtyard areas to report to the nearest classroom. All staff should make certain that any stray student is brought into a locked area.

4. All doors should remain locked. Students and staff should remain seated and quiet until the all-clear signal, "Code Green," is given or other instruction are provided.

5. Assist police as directed by them.

Remove this page and insert
your school's
Intruder in the Building Plan

Natural Disasters

(Tornados, Thunderstorms, Severe Winds, Earthquakes)

A natural disaster would include, but is not limited to, severe weather situations, hazardous material accidents, floods and earthquakes. Disaster implies great or sudden misfortune that results in loss of life, property, or serious injury.

Procedure

Because of the diversity of natural disasters, no set guidelines exist that are applicable to all situations, however, the following procedures will generally serve as guidelines in the event of a natural disaster.

1. Alert staff - our signal is "Code Blue."
2. At that time, teachers will step into the halls to immediately clear them by directing students to the classroom.
3. While in the room, all teachers and students are to maintain sheltered positions.
4. Call local police/911 if emergency responders are needed.
5. Render first aid, if necessary.
6. The principal or designee will direct designated "couriers" to each classroom notifying the teacher/staff of the situation.
7. Unless the situation requires evacuation, all doors will remain locked and personnel and students will remain stationary until the all-clear notice, "Code Green," is received.

Remove this page and insert
your school's
Natural Disaster Plan

Threat of Violence

A threat of violence is any expression, verbal or non-verbal, of the intent to inflict harm, injury, or damage to persons or property. The threat of violence carries with it the implied notions of a risk of violence and a high probability of harm or injury.

All threats of violence within a school may have serious consequences and can be expected to have a negative impact. Threats to students or staff, for example, could be a prelude to a more serious incident/crisis event, such as an armed assault or hostage taking. Even when more serious incidents do not follow threats typically result in significant adverse consequences to the victim, which may be physical, psychological, or both.

Procedure

Student

An informal hearing is required and will be conducted by the principal/designee before a student is suspended. The process will include the following steps:

1. Call local police, 911 if available, and gather all significant documentation, descriptions, and actions and submit to the police upon their arrival.

2. Inform the student of the charges for the proposed suspension and provide an explanation of the evidence supporting the charges.

3. Provide a reasonable opportunity for the student to present his/her case.

4. The principal/designee shall report the decision to suspend, orally and/or in writing, to the student's parents/guardian within one (1) school day of the informal hearing.

5. A parent conference will be held.

6. For subsequent offenses, a recommendation for student assignment to alternative placement will be considered.

Non-students

Any other non-students who are on school property and who engage in assaultive behavior should be treated as intruders. Assess the situation and, if necessary, call law enforcement to have them assist in handling the situation.

Remove this page and insert
your school's
Threat of Violence Plan

Weapons Possession/Armed Offender

An armed offender is a person possessing a weapon capable of deadly force, whose intent is to pose a threat, inflict harm, or carry out a personal objective. The armed person may be a student, staff member, parent, or community member.

The Illinois Criminal Code governing this offense states that unlawful possession of a weapon on school property or within 1000 feet of a school in the state of Illinois is a Class 3 felony.

The principal will determine if it is an emergency situation.

Procedure

1. Call local police, 911 if available. Make sure the police/911 operator understands that there is an armed person inside the school, his/her last known location, and any descriptive information available. If possible, stay on the line until instructed to disconnect by the emergency operator.

2. Notify all teachers that you have an emergency situation. The emergency signal is "Code Red." At that time, teachers should step into the halls to immediately clear them by directing students to the classrooms. Keep all students inside their classroom until further notice. All classroom doors should be locked. Teachers and students should move away from doors and windows. They should remain quiet and seated.

3. Notify all students in gym, cafeteria, or courtyard areas to report to the nearest classroom. All staff should make certain that any stray student is brought into a locked area.

4. If the armed person can be contained in one section of the building, students and staff should be evacuated from the building to a designated safe area.

5. If safety permits, a staff member should be directed outside the building to warn all approaching visitors of the danger and to alert responding law enforcement.

6. All doors should remain locked. Students and staff should remain seated and quiet until the all-clear signal, "Code Green," is given or other instruction are provided.

7. Assist police as directed by them.

If the situation is not deemed an emergency by the principal, the following procedures apply:

Student

1. Inform the student of the charges for the proposed suspension and provide an explanation of the evidence supporting the charges.

2. Provide a reasonable opportunity for the student to present his/her case.

3. The principal/designee shall report the decision to suspend, orally and/or in writing, to the student's parents/guardian within one (1) school day of the informal hearing.

4. Local law enforcement will be notified and a report will be completed and filed.

5. A parent conference will be held.

6. For subsequent offenses, a recommendation for student assignment to alternative placement will be considered.

Non-students

For any other armed non-student who is on school property, the situation should be assessed, and if necessary, call law enforcement to have them assist in handling the situation.

Legal action will be instituted against any adult, where appropriate.

Remove this page and insert
your school's
Weapons Possession/Armed Offender Plan

School Facility Security

This plan deals with the school facility security. However, you and your school staff will have to decide what areas of your school's security should be improved and how to implement them.

Without the knowledge of each school's specific needs it, is difficult to make specific recommendations. The following are general enough to apply to most school situations. We realize many school facilities will already have existing policies, and this is in no way intended to circumvent standing procedure, nor are we implicating that our suggestions are necessarily correct for your application.

Limiting School Facility Access

In this area, we recommend that all but the main entrance be limited to "Exit Only" with reentry only via the main entrance. This serves the dual purpose of restricting entry into the building by outsiders and discouraging unauthorized student use of prohibited exits. Additionally, students should not be allowed entry into the school facility prior to staff. Staff should be visible at the main entry before school, during class changes and at the end of the school day.

Visitor Passes

All visitors should be required to check in the front office prior to visiting classroom areas. A visible "Visitor Pass" is a beneficial tool for other educators to feel confident that outsiders in the building are authorized to be there and are on school business. The passes should be numbered or otherwise categorized in some manner that enables easy control of the distribution.

Monitoring Student Movement

The majority of security problems encountered by schools are precipitated by students. In many cases, the vandalism, mischief, or theft can be attributed to the school's lack of sufficient observation of its pupils.

Hall Passes

The required use of hall passes by students is recommended as is the appointment of faculty hall monitors. This practice ensures that any student in the corridors during class periods has legitimate reason to be there.

Designated Parking Areas

Designate parking areas for students and issue vehicle parking permits to all student drivers. This practice alleviates the problem of validating a particular car's reason for being on the school parking lot.

Book Bags and Coats

The elimination of book bags or limiting them to mesh or see through bags will reduce the possibility of concealment of weapons. All book bags and coats should be secured in lockers at the beginning of the day and not permitted in the halls, classrooms or cafeteria areas.

Security After-Hours

Maintaining control during activities which occur at times other than the normal school day presents special problems for both school administrators and law enforcement personnel.

These functions range from small group activities with few participants to high school sports where several thousand spectators are present. The security needs at these events are as diverse as the events themselves. Because of their diversity, it would be impossible to outline a recommended course of action to fit all situations. We do see the following common denominators, regardless of the event type or group size:

Limit student/spectator movement by the regulated use of a pass or ticket.

Advance preparation is necessary on the part of the school administrators to estimate emergency service needs based on anticipated crowd size and providing that information to local or state law enforcement.

Law enforcement should be used where possible crowd control or traffic problems may develop.

School Security Assessment Checklist

Using the checklist provided, please review the following areas of security to evaluate the extent your school has effectively implemented security measures.

___ Our teachers, staff or aids are present at all times monitoring students (before school, recess periods, lunch, after school)
___ Do classroom doors lock from the inside?
___ Do you have a code to announce if there is an emergency?
___ Do you have a code to announce if there is a man with a gun in your building?
___ Does every teacher know the code and what to do if activated?
___ Are there teachers in your school facility with cell phones at their desks (purse, brief case, etc.)?
___ Does administration know or have a list of which teachers have phones and how to use them if the school phone system is disabled?
___ Do you have a visible and standardized "hall pass" for students?
___ Do you have a standardized "visitor pass" for visitors?
___ Do uniformed law enforcement personnel "walk through" your school facility?
___ Does your school have a verbal or written agreement with local law enforcement allowing them to enter your school unannounced?
___ Does your school have a policy for reporting ALL threats of violence to local or state law enforcement?
___ Does every employee know their responsibilities during and after an emergency?
___ Does your school have a safety/emergency committee?
___ Does your school have an emergency contingency plan?
___ Have all members of the school staff been trained and informed of the contingency plan?
___ Can all enrollment cards be removed at once in case of an evacuation?
___ Does your school have two-way radios in the building?
___ If so, does local law enforcement know the frequency?
___ Does your school have an emergency "tip-line" that parents and students can use to report potential danger?
___ Does your school have a place where a weapon can be secured if one is brought to school?
___ Does your bus driver have a protocol for weapons on the bus?
___ Does your school have closed circuit TV?
___ Is your school closed campus?
___ Does your school have a policy concerning book bags and coats?

Safety Measure Implementation Survey

Name _____

Please review and prioritized the following items.

Place a one (1) by the item you feel to be the most important to school security and a two (2) by the next most important, etc. until you have ranked each item. You may add or delete items.

___ Bus Cameras
___ Metal Detectors
___ CPR Training
___ First Aid Training
___ Fencing
___ Gates
___ School Resource Officers
___ Two-Way Radios
___ Student/Parent Tip Line
___ Student I-D Tags (Picture)
___ Visitor I-D Tags
___ Staff I-D Tags (Picture)
___ Clear or Mesh Bags
___ Designated Parking
___ New Student Bus Forms
___ Emergency Training for Teachers
___ Emergency Training for Parents
___ Emergency Kits
___ First Aid Kits
___ Emergency Contingency Plan
___ Emergency/Safety Committee
___ Safety/Violence Curriculum
___ Safety Security Assessment Committee
___ Crisis Response Team
___ Closed Circuit TV

___ _____

___ _____

___ _____

School Facility Security Assessment Checklist

Using the checklist provided, please review the following areas of security to evaluate the extent your school has effectively implemented security measures.

I. OUTSIDE

A. Landscaping
- ____ 1. Trees - less than 10 feet from building
- ____ 2. Shrubs - mature height (over 2 to 4 feet)
- ____ 3. Cover/blindspots
- ____ 4. Obstructions which obscure view
- ____ 5. Fencing
  - ____ a. Wrought iron
  - ____ b. Chain link
  - ____ c. Fencing should not obscure view

B. Loading dock
- ____ 1. Access area monitored
- ____ 2. Provides access to roof
- ____ 3. More than one delivery location

C. Roof
- ____ 1. Downspouts - provide access to roof
- ____ 2. Dumpsters - not secured and provide access to roof
- ____ 3. Trees - provide access to roof
- ____ 4. Vehicles (buses, maintenance vehicles, etc.) - parked close enough to provide access to roof
- ____ 5. Window ledges
- ____ 6. Fire escapes - not secured
- ____ 7. Maintenance access to roof not secured
- ____ 8. Vents (air and heat) not secured

D. Lighting
- ____ 1. Dark entrances
- ____ 2. Security lighting inside (timers, back-ups, etc.)
- ____ 3. Dark areas/shadows outside -------

E. Parking Lot
- ____ 1. Through traffic
- ____ 2. Students and faculty parking in same lot

____ 3. No speed bumps
____ 4. No visible parking sticker
____ 5. No designated parking

F. Windows

____ 1. Are not flush with building (have a ledge)
____ 2. Large openings that could provide entry
____ 3. Lock devise that is easily compromised
____ 4. No safety glass or plexiglass

G. Outside Doors

____ 1. Have handle on outside
____ 2. Are not key-accessible only
____ 3. No metal shield to thwart efforts to "jimmy" the lock
____ 4. Large glass area or no wire mesh glass
____ 5. Wood or non-solid core sturdy doors
____ 6. Recessed or obscured doorway
____ 7. Removable door hinge pins
____ 8. Do not have crash bars inside
____ 9. No alarm on door

H. Playgrounds

____ 1. No closed campus policy
____ 2. Vehicular movement
____ 3. Not spread out - no separate activity areas
____ 4. Recess periods are not staggered -- too many children outside at one time
____ 5. No electronic communication between playground and physical education areas
____ 6. Not designed to provide cover (if necessary)
____ 7. Landscaping
____ a. Doesn't provide cover without obscuring visibility
____ b. Poisonous shrubbery
____ 8. Inadequate number of supervisory personnel for the number of students on playground

II INSIDE

A. Access Doors

____ 1. Not monitored (before school, after school, lunch, recess, etc.)
____ 2. Access doors are not limited

3. Classroom doors
   ____ a. Not secured from inside
   ____ b. Have glass window
   ____ c. Outside doors not secured

B. Hallways
   ____ 1. Not monitored
      ____ a. By staff
      ____ b. By parents
      ____ c. By students
   ____ 2. Accessible during classes
   ____ 3. Do not have cameras/mirrors
   ____ 4. No after-hours motion or heat sensors

C. Classrooms
   ____ 1. No communication with office (2-way)
   ____ 2. Desks are not aligned
   ____ 3. No established protocol for visitors/guest speakers

D. Office
   ____ 1. Staff not present
   2. Visitors
      ____ a. Not directed to office
      ____ b. No visitation ID badge or authorization tag
      ____ c. Visitors are not escorted or met by staff
      ____ d. No sign-in log at the office
   3. Location
      ____ a. Not near access door (main entrance)
      ____ b. Is not visible to hallway
      ____ c. Is not visible to outside

E. Bathrooms
   ____ 1. Not secured during classes (key access only)
   ____ 2. Not monitored during open periods
   ____ 3. Do not have partial partitions

F. Metal Detectors
   ____ 1. No metal detectors
   ____ 2. Not located in primary access area
   ____ 3. No random spot-checks with metal detector

G. Faculty/Staff
   ____ 1. Do not monitor for strangers

____ 2. No lounge visibility to hallways
____ 3. No incident team

III. ADMINISTRATION

A. Emergency Plans
____ 1. Do not include faculty responsibilities
____ 2. Do not address faculty training
____ 3. Do not adequately identify police, fire, emergency services, school board, etc.
____ 4. No designated caller
____ 5. No medical training for faculty/staff - basic CPR, first aid, etc.
____ 6. No equipment available for first aid
____ 7. No code words to alert faculty/staff of problem, i.e., "Mr. Brown is in the building."

___ B. Evacuation Plan for Non-affected Students

___ C. Emergency Communications (cell phones, hand-held megaphones, etc.)

___ D. Policy regarding spot check metal detectors and locker inspections

___ E. Safety committee of faculty, staff, administration, police, fire, civic, business, PTA, and interested parents to discuss problems and potential problems.

Overview of School Crime

In the 1997-1998 school year, there were 13 incidents of school shooting. These incidents ranged from Pearl Mississippi, where a 16-year-old-male killed two female students and injured seven other, to the Springfield, Oregon, incident where a 15-year-old-male killed two male students and wounded 23 others.

Timothy Egan, N.Y. Times News Service, reported:

1. Each case involved a child who felt inferior or picked on with a grudge against some student or teacher.
2. Most of the assailants were suicidal and of above-average intelligence.
3. The assailants were able to easily acquire high-powered semiautomatic guns. In many cases parents helped the children get them either directly or though negligence.
4. To varying degrees, each of the attackers seemed to have been obsessed by violent pop culture.
5. Each of the assailants gave ample warning signs, often in detailed writings at school, of dramatic, violent outbursts to come.

These adolescents tend to:

1. Kill and injure multiple victims in a single incident. The perpetrators don't target only an individual as part of some interpersonal dispute (although sometimes an ex-girlfriend is among those killed) but seem to launch a shooting spree that results in many deaths and injuries.
2. Have no secondary criminal motive, such as robbery. The primary goal is to kill or harm others.
3. Be younger. Statistically, most youth murderers are 15 or older, but the last six incidents involving shootings at small-town schools have involved youths no older than 14.
4. Have a history of social problems. The phenomenon of rejection contributes to their increased aggressiveness over time, making them more inclined to believe that others are out to get them.

Ten percent of all public schools reported at least one serious crime such as rape or robbery during the 1996-97 school year. 57 percent of public elementary and secondary school principals reported that one or more incidents of crime/violence occurred in their schools during the 1996-97 school year and were reported to law enforcement officials.

Every hour of each school day each year:

- 900 teachers are threatened
- 40 teachers and 2,000 students are physically attacked on school grounds

Each day approximately 100,000 children take guns to school.

Over three million assorted crimes - about 11 percent of all crimes - occur each year in America's 85,000 public schools. A school crime takes place every six seconds.

The most common goal in youth violence is retribution.

Juvenile crime began climbing in 1987 and has fallen only in the last two years.

A. While the number of incidents have decreased, the severity of these incidents has escalated.

B. In 1996, nearly 93,000 juveniles were charged in violent crimes - a number 60 percent higher than a decade ago.

C. In 1996 alone, more than 2,000 juveniles were charged with murder.

D. Corresponding with the increase in juvenile murders is an increase (69 percent) in the number of juveniles who were murdered during this same period of time.

E. Data also reveals that nearly al of the increases in the murder of juveniles over the past decade were firearm related.

F. The National School Safety Center reported 225 school-associated violent deaths between July 1992 and June 17, 1998. These include any homicide, suicide, or weapons-related violent death in which the fatal injury occurred:
   1. On the property of a functioning public, private or parochial elementary or secondary school, Kindergarten through grade 12 (including alternative schools)
   2. On the way to or from regular sessions at such a school
   3. While a person was attending or was on the way to or from an official school-sponsored event
   4. An obvious direct result of school incidents, functions or activities, whether on or off school bus/vehicle or school property

G. Ninety-six (96) percent of the perpetrators were males, between 11 and 18 years of age.

High-Risk Behaviors

Psychologists Robert Zagar and Jack Arbit and their colleagues say they can predict with a high degree of accuracy the teens who are most likely to commit murder.

A. A child's odds of committing murder are double when he/she:
   1. Comes from a criminally violent family.
   2. Has a history of being abused.
   3. Belongs to a gang.
   4. Abuses alcohol or drugs.

B. A child's chances of killing are tripled when, along with the above factors, he/she:
   1. Uses weapons or has prior arrests.
   2. Has a neurological disorder, including epilepsy, mental retardation and/or hyperactivity.
   3. Skips school and has other school-related problems.

Identifying High Risk Students

Obviously no individual characteristic is predictive; however, combinations elevate the potential for dangerousness. The most accurate predictor for future violence is past violent history.

A. Academic underachiever/recent decline in grades.

B. Very few friends or changes in friends; loner, not socially involved with peers or school activities, is on the fringe of his/her peer group with few or no close friends.

C. Has a background of serious disciplinary problems at school and in the community, has previously been truant, suspended or expelled from school.

D. Prior school counselor referrals, i.e., tardiness, discipline.

E. Has a history of tantrums and uncontrollable angry outbursts; acts out, very withdrawn or drastic changes in behavior.

F. Poor coping skills, easily frustrated or angered, characteristically resorts to name calling, cursing or abusive language; habitually makes violent threats when angry.

G. Familiarity, interest and access to guns/weapons; has previously brought a weapon to school; is preoccupied with weapons, explosives or other incendiary devices.

H. Trigger/catalyst causing increased stress.

I. Consistently prefers TV shows, movies or music expressing violent themes and acts; prefers reading materials dealing with violent themes, rituals and abuse; reflects anger, frustration and the dark side of life in school essays or writing projects; a Satanic "dabbler."

J. Has a background of drug, alcohol or other substance abuse.

K. Displays cruelty to animals.

L. Recent "break-up."

M. Has little or no supervision or support from parents or caring adult; dysfunctional family, uninvolved parents.

N. Is involved with a gang or an antisocial group; on the fringe of peer acceptance.

O. Has been bullied and/or has significant mood swings; has threatened or attempted suicide.

P. Tends to blame others for difficulties and problems she or he causes her/himself.

Q. Has witnessed or been a victim of abuse or neglect in the home.

Assessment Tool for Predicting Violent Juvenile Behavior

from the National School Safety Center

1. Has a history of tantrums and uncontrollable angry outbursts.
2. Characteristically resorts to name calling, cursing or abusive language.
3. Habitually makes violent threats when angry.
4. Has previously brought a weapon to school.
5. Has a background of serious disciplinary problems at school and in the community.
6. Has a background of drug, alcohol or other substance abuse or dependency.
7. Is on the fringe of his/her peer group with few or no close friends.
8. Is preoccupied with weapons, explosives or other incendiary devices.
9. Has previously been truant, suspended or expelled from school.
10. Displays cruelty to animals.
11. Has little or no supervision and support from parents or a caring adult.
12. Has witnessed or been a victim of abuse or neglect in the home.
13. Has been bullied and/or bullies or intimidates peers or younger children.
14. Tends to blame others for difficulties and problems she or he causes her/himself.
15. Consistently prefers TV shows, movies or music expressing violent themes and acts.
16. Prefers reading materials dealing with violent themes, rituals and abuse.
17. Reflects anger, frustration and the dark side of life in school essays or writing projects.
18. Is involved with gang or an antisocial group on the fringe of peer acceptance.
19. Is often depressed and/or has significant mood swings.
20. Has threatened or attempted suicide.

Answer Key: Each affirmative answer is assigned five points. Add the total affirmative answers to determine this youth's level of risk for juvenile violence.

5 - 20. Youngster is potentially at risk for juvenile misbehavior.

25 - 50. Youngster is at risk and needs a significant amount of positive support, mentoring, role modeling and positive skill building.

55 and above. Youngster is a "ticking time bomb." The child and his or her immediate family is at risk; get some help immediately. Seek support from law enforcement, social and health services, parenting classes and the family court or other youth-serving professionals.

Notes: